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AUTHOR Chuenyane, Zachariah; And Others
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ABSTRACT

A selected annotated bibliography on managing development projects, intended for rural development practitioners, highlights items that outline some pressing issues and concerns confronting those involved in rural development in general and rural project management in particular. A section of annotated entries lists 21 publications on project management, dating between 1972 and 1981; these include material on specific projects in China, Sierra Leone, Nigeria, Indonesia, and other developing nations, as well as more general works on such topics as report writing, project planning, local revenue administration, organization design, and integrated communication. Special foci include practical strategies for managing development projects, improved training for management personnel in developing countries, and greater managerial involvement of the project beneficiaries. A second section contains unannotated entries on six recent acquisitions. The staff of the Non-Formal Education Information Center between 1976 and 1981 is listed. (MH)

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A Selected, Annotated Bibliography

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ANNOTATED BIBLIOGRAPHY #5

Managing Development Projects:

A Selected, Annotated Bibliography

Prepared by
Zachariah Chuenyane
and the Staff of the
Non-Formal Education Information Center

1981

NON-FORMAL EDUCATION INFORMATION CENTER
College of Education, Michigan State University
237 Erickson Hall
East Lansing, Michigan 48824, USA
(517) 355-5522

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FOREWORD

Through its series of Annotated Bibliographies, the Non-Formal Education Information Center seeks to facilitate the sharing of materials among those actively engaged in non-formal education for development. The field of non-formal education is being built not only by a diverse transnational network of researchers and practitioners, but also by persons who are themselves the beneficiaries of non-formal education. For this reason, relevant literature is burgeoning from a variety of sources, often eluding those most eager to access it.

This annotated bibliography on project management is compiled from the resource collection of the Non-Formal Education Information Center. It is the fifth in our series of annotated bibliographies. Other bibliographies in the series include:

- No. 1. Women in Development
- No. 2. Non-Formal Education and Health
- No. 3. Literacy and Basic Education
- No. 4. Projects, Training and Strategies for
Generating Income

The reader of our bibliography series will notice that some publications and resources are annotated in more than one bibliography. This reflects the topical complexity of the field of non-formal education as well as the extent to which subareas of the field have become integrated to deal with the issues and problems confronted.

The materials included in this bibliography have been brought to our attention by persons in the worldwide NFE network, thus giving a sense of the ways in which many are addressing this crucial area. Special foci in the literature include practical strategies for

managing development projects, improved training for management personnel in developing countries, and greater managerial involvement of the project beneficiaries. Because of the "fugitive" nature of many of the materials, we have included full information on document sources to assist readers in acquiring items of interest.

Special recognition should go to Zachariah Chuenyane, who prepared this bibliography, and to Linda Gire Vavrus, who contributed significantly to it. Earl Brigham also provided valuable editorial assistance.

In recognition of others who have participated directly or indirectly in the publication's development, the last page lists individuals who have served on the Center staff between 1976 and 1981.

We welcome suggestions from our readers and invite new contributions related to this area of growing interest.

Joan M. Claffey
Director
NFE Information Center

This series of Annotated Bibliographies is published by the Non-Formal Education Information Center in cooperation with the Agency for International Development, Development Support Bureau, Office of Education.

INTRODUCTION

The subject of project management has gained prominence among development planners, practitioners, and administrators. And, there continues to be an expressed need for effective and efficient ways of disseminating pertinent project management information to persons concerned about rural development.

While not an exhaustive account of materials on the subject, the annotated bibliography highlights items outlining some of the pressing issues and concerns confronting those involved in rural development in general and rural project management in particular.

Although organization theory is recognized as important in the literature on project management, more stress is placed upon practical management strategies which can be useful in organizing development projects. Also, consideration of both organization theory and practice tends to occur within a more integrated approach to rural development.

This bibliography covers a variety of topics which include problems of project design and planning; project organization and management; research methodology; project implementation; and evaluation of policies, programs, and projects. A special focus is on the shortage of trained project management personnel in many developing countries. Personnel training receives considerable attention in view of the fact that developing countries, more so than developed ones, are characterized by limited resources and lack of adequate training facilities. One recurrent theme is the maximum utilization of existing cadres of trained project managers and administrators to expand and qualitatively improve resources available for project management. Other themes that recur in the literature on project management are: encouraging participation of the beneficiaries in project management; obtaining institutional cooperation and support; and developing better consultation, self-reliance, and communication.

Because materials available to the NFE Information Center for an annotated bibliography on project management are not great in number, the resources included here have simply been given an alphabetical listing under the general headings of 1.0 Publications on Project Management and 2.0 Recent Acquisitions. As the subject area gains greater attention worldwide, there may be need in the future for a revision of the bibliography with more specific categorization.

-- Zachariah Chuenyane

1.0 PUBLICATIONS ON PROJECT MANAGEMENT
(Listed Alphabetically)

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the original document was blank

Abramson, Robert. An Integrated Approach to Organization Development and Performance Improvement Planning. 1978. Kumarian Press, 29 Bishop Road, West Hartford, Connecticut 06119, USA.

Organizations are subject to continuous change. Their development is intricately related to the types of theories and practices utilized within each of them. In this monograph, an attempt is made to provide the reader with a broader perspective of organization development (OD). OD is viewed as a viable change strategy that can be fruitfully used by both academicians and practicing managers. The author provides several current concepts of OD according to practitioners of the subject. The most comprehensive definition of OD provided is that it is an effort planned organization-wide and managed from the top so as to increase organizational effectiveness and health through planned interventions in the organization's process, using behavioral-science knowledge. Additionally, the author discusses, for the benefit of the project manager, the link between the theory and practice of OD. To substantiate the value of OD, the author cites case examples where OD has been successful in the private and public sectors. Finally, OD in an East African Community Public Corporation is described, focusing on planning and goal-setting activities. Project managers should find in this monograph a useful guide for presenting and analyzing actual case studies of organization development, performance, and improvement. 93 pp.

Bhatti, K.M. Management Improvement of Education in N.W.F.P. Educational Research Monograph. 1980. Pakistan Academy for Rural Development, P.O. Box No. 362, Peshawar, Pakistan.

This monograph focuses on the integration of national, rural, and educational development in the North-West Frontier Province (N.W.F.P.) of Pakistan. Based on the realization of the need for management improvement and reorganization of departmental structures in education, the author provides a fresh perspective regarding the role of education in rural development. He contends that education should be utilized to bring about desirable changes in the attitudes and values of the young and the old concerning rural development, as well as in the acquisition of the necessary knowledge and skills. Educators can be helped to become effective and efficient managers by using better management techniques and strategies such as short-term orientation courses, pre-service and in-service training programs, and field trips for field officers of the Education Department. He also suggests a multi-pronged plan of action for revitalizing the N.W.F.P.'s administrative structure through organization and research. Improving education management would ensure that national needs and aspirations, as well as the aims and goals of the educational system, are met. He concludes that educational management improvement has far-reaching implications for helping solve problems encountered in rural development. Also included in this monograph is an historical perspective of education in the N.W.F.P. and past accompanying educational reforms. Several charts illustrating how education is organized in the N.W.F.P. are included in the appendix. This monograph would be of special interest to researchers in development administration, as well as educational planners and administrators.

Denver Research Institute (DRI), University of Denver. Handbook on Management Development Workshops for Applied Research Institutes. AID/ta-C-1337. 1978. Office of Science and Technology, Bureau of Development Support, Agency for International Development, Washington, D.C. 20523, USA.

A pragmatic and practical handbook specifically prepared to assist the planners and instructors of workshops for research-and-development (R&D) organization managers in less-developed economies. The handbook was prepared by the Denver Research Institute after a study of over 140 research organizations in developing countries. The authors focus on the problem created for these organizations by the shortage of trained management personnel. They also suggest such solutions to this problem as the establishment of suitable university-style educational programs, consulting with outside experts, and using local experts and internal resources to facilitate R & D management-development short courses and workshops. DRI believes that workshops are the appropriate learning approach because they are easier and cheaper to organize, they can be scheduled in such a way that several experts can talk with the participants, and they are an effective means of realizing educational goals. The handbook provides a simple step-by-step guide on how to organize and conduct successful and effective management-development workshops. A successful workshop requires a group of carefully selected participants, suitable location and facilities, qualified instructors, efficient budgeting, appropriate publicity, and a capable administration. Since there is no single technique applicable to all workshops, the choice of technique will depend upon the objectives of the workshop and the nature of the participants. Instructional

techniques discussed in this publication are the lecture method; the case method; group exercises; films, field trips, and demonstration activities; management games; and projects. The handbook contains valuable information for academics, workshop designers, planners and managers, and training personnel. Workshop participants may also benefit from reading it. 98 pp.

Ellman, A.O. and E.T.S. Pillai (eds.). Training for Agricultural Project Management. Papers from a Commonwealth Workshop, Colombo, Sri Lanka, 1979. 1980. Food Production and Rural Development Division, Commonwealth Secretariat, Marlborough House, Pall Mall, London SW1Y 5HX, England, UK.

A collection of papers presented at the Commonwealth Workshop on Agricultural Management Training held in Sri Lanka in 1979. The papers identify and analyze important elements of agricultural project management; review managerial training programs of selected agencies; and provide guidelines on how different organizations, such as governments, private institutions, and international organizations, can help meet needs identified through the workshop. The primary objective of the workshop was to prepare and organize practical and useful procedures for agricultural management training. Topics covered in the collection include curriculum development for training in social management; teaching and learning methodologies; preparation of teaching materials for project management; development of institutions for management training; and training for agricultural project management. Also provided is an elaborate list of recommendations for follow-up action by governments, technical-assistance organizations, training institutions in developed countries, and project-funding organizations for purposes of ensuring that management training needs are identified and the best ways of meeting them are devised. The collection should give agricultural project designers and managers useful ideas which could be incorporated into training programs. 185 pp.

Ely, Donald P. Training for Local Revenue Administration. 1980. Local Revenue Administration Project, The Maxwell School, Syracuse University, 407 University Avenue, Syracuse, New York 13210, USA.

Given the need for training local revenue personnel to implement fiscal plans and policies, the author describes the role of the training designer and gives detailed specifications for the design, conduct, and evaluation of local revenue training programs. Local revenue administration covers such jobs as accounting and auditing. The management of financial systems is a crucial issue in the Third World which creates a strong argument for the establishment of training programs at local, regional, and national levels. Ely suggests that these training programs may vary from short courses to several weeks for managers of cooperatives. He also mentions that much of the training for local revenue administration involves direct attempts to change behaviors which are involved in establishing credibility with project participants. The advantage of such training programs is that they reduce costs, especially recurrent costs. The author also discusses six basic questions that should be answered when planning a training program: What is to be taught? Who is to be trained? What outcomes are expected? What is the context of the training? What support is needed for the training? What are the anticipated costs and benefits? These questions can help focus the planning process on the trainees and expected outcomes. Finally, Ely recommends preparing local personnel to be trainers in their communities as one way of reducing costs. This document is a good resource for project planners and managers. People in government might also find it useful for understanding the important role that they can play in supporting training projects for revenue administrators. 39 pp.

Gilpin, Clifford W. Issues in Non-Formal Education and Training for Rural Development. 1979. Education Department, The World Bank, 1818 H Street, N.W., Washington, D.C. 20433, USA.

Based on World Bank experiences in developing countries, this paper furnishes useful guidelines on operational issues relating to project planning and implementation. Topics covered include organization and structure of training and education; target-population needs regarding skills and aptitudes in particular areas; new learning and training methods; and financial and technical-assistance implications for future World Bank programs. Particularly useful for project management is Gilpin's treatment of rural services and management personnel. He emphasizes the need for a continuous training program for technicians and managers to equip them to perform a variety of rural services. Project administrators and managers need to be trained in the operations of local government and rural services. It is also important that all rural-services

personnel participate, to some extent, in determining local research needs, understand and become involved in program evaluation, and undergo training in rural sociology and communication methods. Since management problems, according to the Unesco Work-Oriented Literacy Programs, are the major cause of project failures in rural development, the author suggests that non-formal education programs be limited in scope so that the resources can be better utilized in the training of managers. In order to promote self-management, the author feels community participation should be incorporated in any planning. The paper also contains useful appendices which summarize indicators of rural education and training needs, and a decision sequence for rural education programs. 66 pp.

International Development Review. "Focus: Technical Cooperation-Special Feature: Project and Programme Implementation." Vol. 20, No. 1, 1978/1. Johnson Reprint Corporation, 111 Fifth Ave., New York, New York 10003, USA. pp. 5-24.

A series of four feature articles specifically addresses issues in project planning and management: (1) "Project Implementation in the Context of a Plan: The Missing Links" by N. Patabhi Raman (pp. 5-7); "Implementing Development Projects: The Problem of Management" by Dennis A. Rondinelli (pp. 8-12); "An Action-Training Strategy for Project Management" by Morris J. Solomon et al. (pp. 13-20); and "Toward Better Project Control in Developing Countries" by Ivars Anots (pp. 21-24). Articles are followed by resumes in French and Spanish.

Kerr, Jill. "Setting Up Your Project." Peace Corps Times. Vol. 3, No. 3, July/August 1980. ACTION/Peace Corps, 806 Connecticut Avenue, N.W., Washington, D.C. 20525, USA.

A feature section of this Peace Corps periodical recognizes the role of Peace Corps volunteers in developing countries and illustrates how community people can, with a minimum of outside help, help themselves. The article "Setting Up Your Project," by Jill Kerr, contains suggestions for designing, organizing, and managing individual projects. Also outlined are important steps one should take to move project ideas through the planning stage into action. Suggestions are offered regarding information collection/needs assessment, feasibility studies, obtaining official approval and support, planning, and pilot testing. The author also recommends community investigation as a useful method of facilitating awareness of the needs of the community before designing projects. Aside from Peace Corps volunteers, development project designers, managers, and local participants should find this information useful. p. 2.

Knight, Peter T. (ed.). Implementing Programs of Human Development. World Bank Staff Working Paper No. 403. The World Bank, 1818 H Street, N.W., Washington, D.C. 20433, USA.

A collection of five papers which discusses the design and implementation of policies, programs, and projects in the area of human development. Collectively, the papers address and analyze attempts to reduce poverty and to gainfully use limited resources; the role of the family in the fight against poverty, disease, and ignorance; and the key socio-cultural variables such as values, institutions, and processes of behavioral change in human-development programs. These are issues which have important implications for organization management. In their paper entitled "The Administration of Human Development," Milton Esman and John Montgomery examine the administrative aspects of programs intended to eliminate poverty in developing countries. Some of the issues and problems that they address include information systems, administrative reform, and stages of program development. The authors suggest that planners and managers have to identify and make use of local, regional, provincial, and voluntary agencies in order to ensure that the benefits of human-development programs reach targeted populations. Program designers, administrators, and academics who are seriously concerned about the situation faced by the world's poor should find this publication a valuable resource. 372 pp.

Lindenberg, Marc and Benjamin Crosby. Managing Development: The Political Dimension. 1981. Kumarian Press, 29 Bishop Road, West Hartford, Connecticut 06119, USA.

A unique book which concerns itself with a systematic examination of the links between politics, management, and development in public-sector organizations. Lindenberg and Crosby have used an

interactive learning format which provides the reader with several conceptual frameworks for political analysis and strategy design, illustrative case studies which enable readers to apply concepts and strategies to real organizational situations, and analytic feedback through case analysis which gives readers an opportunity to compare their problem solutions to those recommended by the authors. Discovering, sorting out, and weighing political elements in the managerial task environment are important skills for development administrators. The authors offer useful suggestions for improving those skills by considering the following topics: specifically identifying political problems; determining objectives and outcomes; identifying and mapping organization politicians' resources and environments; and strategy design, selection, implementation, and evaluation. The case studies and analyses are designed to help those involved in development administration improve their performance of the diverse roles they must play by understanding the underlying political and strategic foundation. Roles specifically addressed are negotiator, representative, coordinator, advocate, and strategist. Additionally, the authors discuss how political analysis frameworks can be applied to situations which require management of international pressure groups. A particularly useful guide for development project administrators. 217 pp.

Loftus, L. and J.W. Cary. Towards an Understanding of Management Education in Agriculture. 1980. School of Agriculture and Forestry, University of Melbourne, Parkville 3052, Australia.

An insightful report consisting of two analytical essays that examine the concept of management in general and farm management education in particular. In the first essay, Loftus focuses on problems and difficulties encountered in definition: farm management is viewed as an integral combination of the physical and monetary resources of a farm and the personal resources of the farmer, the purpose being to acquire more income and other specified objectives. He then speculates why Australian farmers are not always successful, presents theories of and about management, and discusses decision-making theory within the context of farm management. He concludes that, overall, farmers should be exposed to management education so that they might become better managers and increase their productivity. In the second essay, Cary proposes an Agenda for Management Education in Agriculture with particular emphasis on the science of management. He focuses on the typical activities of the manager, of which the most important two are problem-solving or decision-making, and goal achievement processes which invariably involve thought and action. The problem-solving process consists of six elements, namely, definition of the problem, observation, analysis, decision-making, action, and responsibility for decisions. The goal-achievement process is a dynamic one, aimed at setting goals and assessing the best ways of obtaining them. Cary recommends that farmers should be acquainted with both these processes in order to enhance their management capabilities. Also covered in this essay are positive and normative approaches to farm management; the philosophical problems of rationality; and ways of improving management skills within the farmers' learning frameworks. Agricultural project planners, managers, and educators will find this report a useful resource for developing and implementing programs in farm management education. 66 pp.

Mayo-Smith, Ian. Guidelines for Writing Official Reports. 1978. Kumarian Press, 29 Bishop Road, West Hartford, Connecticut 06119, USA.

Realizing that mid-career administrators from Third World countries spend most of their work time training with their superiors, conducting informal interviews, and writing official reports, the author designed this reference manual to facilitate their work. Mayo-Smith outlines the main points to watch for during the data-collection phase of compiling a report, provides practical suggestions on the structuring of the text and contents, and offers a useful methodology for drafting and editing reports. A brief but comprehensive rating sheet that can be used to evaluate the reports is also provided. Includes practical evaluation exercises for users in the appendices. 34 pp.

Mayo-Smith, Ian. Planning a Performance Improvement Project: A Practical Guide. Revised edition. 1981. Kumarian Press, 29 Bishop Road, West Hartford, Connecticut 06119, USA.

A step-by-step guide designed to help project managers bring about specific and measurable improvements within their projects. Mayo-Smith focuses on the need to determine project objectives

and performance evaluation. He also stresses the importance of identifying and analyzing problems and obstacles, called "driving and restraining forces," that hinder the performance of project participants. "Driving forces" are factors that favor movement toward the accomplishment of project objectives, such as the availability of enough funds, support and commitment of the government, high motivation among trainees, and the existence of public pressure. "Restraining forces" include poor maintenance, lack of qualified and dedicated instructors, and the low education level of many trainees. The author emphasizes, however, that these forces are interrelated and sometimes cancel out each other, depending on their strength. It is the responsibility of the participants in the project to minimize or eliminate forces that thwart attempts to realize project objectives and to enhance driving forces that will enable them to meet project goals. He also recommends "brainstorming" with a group of colleagues as a useful strategy for generating action ideas. Finally, he suggests useful ways in which the Performance Improvement Project can be implemented. Project planners and managers will find this guide thought-provoking and insightful. The Program Evaluation and Review Technique (PERT) chart format provided helps simplify the task of project planners and managers by illustrating relationships between activities, events, and desired outcomes. The appendix has a useful format for preparing written project reports. 61 pp.

Norman, D.W. Methodology and Problems of Farm Management Investigators: Experiences from Northern Nigeria. African Rural Employment Research Network, Paper No. 8. 1973. Department of Agricultural Economics, Michigan State University, 202 Agriculture Hall, East Lansing, Michigan 48824, USA.

The author describes the experiences of the Rural Economy Research Unit (RERU) in carrying out village studies in Nigeria since 1965. The data collected through these village studies are particularly useful for policy analysis of rural employment and rural development at the local, regional, and national levels. It was found that the RERU used the "frequent interviewing approach" in its farm-management studies, mostly because farmers in the northern part of Nigeria are usually illiterate. This method proved appropriate and helped RERU obtain in-depth information on the social and economic factors affecting each farming unit. Norman also discusses some of the problems encountered when collecting the data. These included choice of the survey period; the effect of seasonal variation; data collection by field and plot; poor estimation of time, distance, and area; measuring crop yields; missing data; sensitive data; and data accuracy. Finally, the author outlines the objectives of the rural farm management studies and the methods used to select areas, villages, and farmers. A particularly important resource document for rural development planners and managers. 45 pp.

Ponsioen, J.A. (ed.). Educational Innovations in Africa: Policies and Administration. 1972. Institute of Social Studies, The Hague, Netherlands.

A series of papers presented at a 1971 symposium held in Addis Ababa, Ethiopia. Attention is drawn to the fact that educational systems are interdependent with the environment and societies in which they exist, and that they grow in accordance with the totality and rate of societal change. The papers focus on topics which address the "hows" of managing educational innovations. Topics covered include: translating ideas into action; planning; anticipating problems; and overcoming unforeseen difficulties. Although much of the information presented is dated, this collection of case studies is worthwhile for its attention to educational innovations which have been tried in several African countries, including Cameroon, Tanzania, Kenya, Nigeria, Botswana, Ethiopia, Rwanda, Malawi, Algeria, Sierra Leone, and Ghana. One theme that emerges from the papers is the existence of a gap between lofty educational goals and the realities of the educational environment in many African countries. Among the recommendations for improving the way in which innovations are introduced and managed is the conclusion that one of the best means of bridging the gap between theory and practice is to encourage greater participation in innovation planning by primary, secondary, and out-of-school education and vocational-training staffs and students. 257 pp.

Rondinelli, Dennis A. Preparing and Analyzing Case Studies in Development Project Management. n.d. Graduate Planning Program, The Maxwell School, Syracuse University, 721 Ostrom Avenue, Syracuse, New York 13210, USA.

A step-by-step manual on the preparation and analysis of case studies in development project management. Rondinelli highlights the shortage of trained personnel in developing countries to plan and implement projects effectively. Another problem facing Third World countries is the scarcity of properly prepared projects. In order to solve the manpower shortage, the author recommends expanded training for administrators and managers of development projects. This recommendation is based on the realization that traditional approaches to public administration are not cost effective and efficacious. He emphasizes that effective training must take into account the prevailing conditions and problems found in developing nations. Furthermore, he suggests that research and training should utilize an integrated framework for viewing project management as an interwoven set of activities which would include project identification, preparation, feasibility analysis, design, and appraisal. Other activities should include negotiations for approval that must be entered into implementation and evaluation of development projects. To help facilitate case preparation and analysis, the author has designed a project planning and management cycle. From this cycle, planners and managers can judge the steps that need to be taken to accomplish present objectives. For purposes of tailoring training to national needs in developing nations, the author suggests the training of two types of project managers: (1) those who can coordinate the various elements of the project cycle as an integrated process, and (2) those who can manage a project as an organizational entity. Rondinelli believes that once these trained project managers are available, it is likely that project management in the Third World countries will be greatly facilitated. 18 pp.

Rural Development Participation Review. Rural Development Committee, Cornell University, 170 Uris Hall, Ithaca, New York 14853, USA.

An excellent quarterly publication designed to share knowledge and ideas on rural development participation, help develop a network of people interested in the subject, and encourage and facilitate the exchange of information. In the Winter 1981 issue (Vol. 2, No. 2, pp. 20-22), John Roberts describes "The Evolution of a Water Management Project by Participatory Demand: The Citanduy Basin Project in Indonesia," which came into being as a result of local people's needs and willingness to participate. The main goal of the project, located on the heavily populated island of Java, was to provide or improve irrigation for more than 150,000 acres. It was also intended to provide both long- and short-term training in watershed management and flood control. Local people successfully took part in the identification, planning, design, implementation, and evaluation of most of the major project components. The Citanduy Basin Project illustrates how projects can be effectively undertaken and managed in response to the demands and initiatives of local people. Rural Development Participation Review frequently carries articles of interest to project administrators and managers.

Smith, William E., Francis J. Letham, and Ben A. Thoolen. The Design of Organizations for Rural Development Projects: A Progress Report. World Bank Staff Working Paper No. 375. 1980. The World Bank, 1818 H Street, N.W., Washington, D.C. 20433, USA.

Develops a practical approach for solving organizational and management problems that are frequently experienced in rural development projects. The authors contend that the cause of the difficulties facing World Bank-financed projects is the traditional model of organization design, and not management problems as was commonly thought. As a result, they have designed a scheme for identifying and analyzing these problems. The framework focuses on: (1) the determination of support, power, and dedication of those people who participate in the project (target groups and implementing agencies); (2) the study, understanding, and manipulation of the environment to fit the project objectives; and (3) the building of learning processes to facilitate the effective functioning of the organization. Several detailed flow charts for use by practitioners (i.e., those faced with operational issues of organization and management) are included which show the relationships among organizations and their environment in rural development projects; evolution of control and coordination patterns; and the flow of a typical "top-down" planning process, as well as the flow of the proposed integrated planning process. These charts, together with the framework developed by the authors, offer useful guidelines for rural development practitioners, organization designers, and project planners. 50 pp.

Spencer, Dunstan S.C. Micro-Level Farm Management and Production Economics Research Among Traditional African Farmers: Lessons from Sierra Leone. African Rural Employment Study, Paper No. 3. 1972. Department of Agricultural Economics, Michigan State University, 202 Agriculture Hall, East Lansing, Michigan 48824, USA.

Accurate data is most essential for planning and for economic analysis. In this paper, the author shares valuable experiences in collecting data for planning purposes pertaining to small-scale rice-production farm management in Sierra Leone, West Africa. Spencer describes four methods of farm management and production economics research. These are: the model or case farm study; farm account books; the farm business survey; and the cost-route method. The first involves studying the daily activities of selected successful "progressive" farmers and urging other farmers to use them as models. This method has been successfully used in the USA and Kenya. The second involves checking records and farm account books compiled and kept by farmers as a source of data for farm management analyses. However, this method may not be practicable where farmers are illiterate, as is the case in many developing countries. The third requires the administration of a questionnaire to selected farmers to find out their experiences, problems, and successes. Farm business surveys are a quick and relatively cheap method of collecting micro-level farm management data. The fourth, the cost-route method, involves interviewing farmers repeatedly for at least one crop season to record pertinent events and activities. This last method was used by the author successfully in a study of Sierra Leone rice production. Based upon his experience, the author offers suggestions for minimizing costs incurred in the collection of relevant data. This is an important resource for project planners and managers, because frequently projects fail due to lack of knowledge of appropriate methods. 29 pp.

Tapiador, D.D., H.F. Henderson, M.N. Delmendo, and H. Tautsui. Freshwater Fisheries and Aquaculture in China. FAO Fisheries Technical Paper No. 168. FIR/T168. 1977. Food and Agriculture Organization of the United Nations (FAO), Via delle Terme di Caracalla, 00100 Rome, Italy.

Describes the aquacultural and fishing practices of China and ways in which the Chinese experience can be used for the further development of inland fisheries and aquaculture in other FAO member countries. The report focuses on the integration of land, water, and fishery management as it relates to aquaculture. It also emphasizes the direct involvement of local people from the initial conception of a project to the final stages of implementation and evaluation. Perhaps the most striking feature of the Chinese experience is that this integration is practiced at the farm level by farmers who are the beneficiaries of the water projects. The authors further suggest strategies for land and water development that include major schemes aimed at water conservation and flood control, such as natural-lakes management, as well as construction of reservoirs and ponds, canals and creeks, fishponds, paddy fields, water-lifting devices, and fishways. Unusual aspects of the Chinese approach to lake and reservoir fisheries are discussed regarding stocking, fertilizing, large-scale catching, subdivision and bottom grading, and clearing. Development project planners and designers can acquire some useful ideas from this report, especially ideas pertaining to farmer participation. Also contains useful information about aquaculture for all fishermen. 84 pp.

Webster, Lyle R. (ed.). Integrated Communication: Bringing People and Rural Development Together. A Report on the International Conference on Integrated Communication for Rural Development. 1975. East-West Center, East-West Communication Institute, 1777 East-West Road, Honolulu, Hawaii 96822, USA.

If the right kind of rural development is to be realized, it is essential that consultation and cooperation between development organizations and individuals be encouraged. This report of an international conference held in Honolulu, December 1974, contains the views of several experts who advocate integrated communication as an important first step in the process. They agree on the necessity for popular participation in the planning and implementation of programs designed for them, and on the importance of top political support and commitment. The report further suggests criteria for evaluating new program proposals, which have been found useful by policy planners, administrators, and communicators responsible for rural development. In addition, there are case studies of different approaches followed in several countries (including Korea, Bangladesh, India, Kenya, Mexico, Malaysia, the Philippines, and the USA) which provide insights on the various ways of incorporating communication components into rural development programs.

Finally, the findings of the conference have been summarized in a set of general principles dealing with organization, repeatability, and relationships and strategies for integrating communication to facilitate rural development. A valuable resource for academics, research workers, project designers, planners, and administrators. 185 pp.

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